



Teacher Student Success Plan LAND Trust Goals only

Centerville Elementary - SY 2024

Principal Leslie Bertram

PURPOSE

District Vision

Davis School District provides an environment where growth and learning flourish.

District Mission

Educators, parents, and community members work together to create a successful educational experience for each student.

School Purpose

The purpose of Centerville Elementary is to promote the mission of learning first for all. To accomplish our purpose, we will provide an encouraging, positive environment where enthusiasm for learning prevails, where collaboration occurs on all levels, where creativity and diversity are celebrated and where success occurs in all areas pertaining to the whole child.

Description of the School

Community

Our school is located in Centerville, Utah, in a suburban residential area. Our community comprises predominantly middle-income, single-family dwellings with a few apartments and rentals.

Student Body

Centerville Elementary is a pre-k through sixth-grade school. We have 347 students, with 80% of our student population identified as Caucasian. Our special education (SPED) students comprise about 12% of our enrollment, and 24% of our students are economically disadvantaged. Centerville Elementary participates in the Davis District full-time Spectrum (gifted and talented) program in 4th, 5th, and 6th grades serving approximately 50 students. We have a special needs preschool that serves about 18 students.

Staff

Centerville Elementary currently has a full-time principal, a half-time administrative intern, a half-time counselor, 18 certified teachers, and more than 30 classified employees, including office personnel, custodians, paraprofessionals, teacher assistants, and support staff.

School Culture

Centerville Elementary currently has a full-time principal, a half-time administrative intern, a half-time counselor, 18 certified teachers, and more than 30 classified employees, including office personnel, custodians, paraprofessionals, teacher assistants, and support staff.

Unique Features & Challenges

Centerville Elementary School is a school of empowerment and whole child development. Our "learning first" philosophy supports our district's strategic plan for excellence in education. We incorporate our school rules by making good choices, respecting ourselves and others, being responsible, and implementing safety procedures. Centerville Elementary has a special needs preschool program and a Gifted and Talented program (Spectrum). The Spectrum Program allows children who qualify from the other elementary schools in our area. This unusual situation within our student population affects our school's volunteering, PTA (Parent Teacher Association) organization, Community Council, and social dynamics in a very positive way, including an opportunity to create a unique synergy and experience for our school. Centerville students participate yearly in a school-produced play that provides opportunities for every student who wishes to join and dozens of parents. Our play culminates in thousands of hours of practice, set up, volunteer efforts, and several performances. Meet the Masters, School Choir, and Targeted Literacy Activities are regularly in place as well as SEL (Social Emotional Learning) events and several other events projects throughout the year.

Additional Information

All students at Centerville Elementary are encouraged to achieve high academic and behavioral standards. Cooperation from parents and other community members makes Centerville Elementary a wonderful place to be. Centerville has many sub-cultures that positively affect students, teachers, and administrators. Some sub-cultures include Essential Elements preschool; special needs students; resource students; gifted and talented students; 6th-grade orchestra; an active, productive PTA and effective Community Council; parent volunteers; student council members; Jr. HOPE Squad; and skilled certified/endorsed employees. The dynamics of these sub-cultures create a thriving environment of learning, growth, and individual development, which continues to be molded and shaped today.

Needs Analysis

Notable Achievements

Centerville Elementary increased the number of proficient students in language arts, as measured by Acadience Pathways of Progress. As a school, our reading scores increased from 59%, making typical or above progress, EOY (End of Year) 2021, to 71%. We had growth in science as measured by the RISE 2021 to 2022 school years, an increase of six percent. The Centerville PTA has been recognized continuously as a "PTA School of Excellence" from 2018 to the present. We frequently have representation in district and state-level sponsored events such as the Geography Bee, Spelling Bee, STEM Fair, History Fair, Reflections Contest, and Martin Luther King Jr. Speech Contest. Many of our students also participate in and place in Math/Science Olympiad and Decathlon events as well. Our reading incentive program has

encouraged our students to be engaged readers who can join in reward activities both during the school day and at night with their parents.

Areas of Recent Improvement

Recent Improvements

Centerville's recent attention to arts integration has been successful in a community that appreciates and encourages participation in the arts. A BTS (Beverly Taylor Sorenson) Arts specialist implemented arts activities in most classrooms. Our Meet the Masters program was expanded during 2022-2023. The school play continued to be highly successful. We added a music prep time class, and a school choir started up during the 2022-2023 year. Our Jr. Hope Squad operated well. Our district recognized our student government for their fundraiser for the Teen Center. Local TV news stations featured our student government as they welcomed students back on the first day of school. An Arts Gala Night will showcase our arts achievements with our school community.

Areas of Needed Improvement

Math proficiency and growth scores are areas of concern. Our Math proficiency scores on RISE increased by two percent from 2021 to 2022. This marked an increase from 40% to 42% proficient. We are working with teachers to improve whole-class instruction and targeted interventions based on data analyzed in PLCs. This year, we added a basic math facts program with incentives to pass them. We need aides to help with reteaching, targeted interventions, and to help with math facts proficiency.

Prior Year Status Report

Report progress on PRIOR YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
Continue successfully implementing the Meet the Master's Program through out 2021-2022 school year.	Met goal	Meet the Masters was implemented successfully. Art produced will be highlighted at our Arts Gala, where community members will be invited to view many art forms created by students and participate in various art activities.
We will increase academic proficiency in Language Arts and Math as outlined in goals 4 and 5 (below) by supporting Social Emotional well being of students in the school setting. We will implement the DSD SEL plan / Centerville Elementary Second Step Plan which provides opportunities for all students to experience a positive impact in their social emotional learning and provides opportunities for leadership and service through student government and Hope Squad Jr. Goal 4: Increase reading comprehension across grades K-6 by 3%-5%.	Did not meet goal	As a school, K-6, our Acadience reading scores increased from 59% proficient, EOY 2021 to 71% proficient, EOY 2022. Reading aides were hired to help with reading interventions. Our school literacy coach worked in classrooms to improve whole-

Goal 5: Increase math growth scores across K-6th grades by 10% compared to 2021 RISE and District assessments.

class instruction. Our teachers participated in LETRs training to learn the latest Science of Reading.

Prior Year goal status #4

Our Language Arts goal for reading was met with a 14% increase in reading proficiency measured by Acadience Reading EOY 2021 to EOY Reading 2022.

Our Math goal was not met, as measured by RISE Math, as scores only increased by two percent. 3-6 graders take RISE, and these grade levels produced this data. Acadience Math was not available for EOY 2021 as this assessment began the next school year.

Student government and Hope Squad Jr gave opportunities for leadership and service. The Social Emotional well-being of students in the school was supported. We will implement the DSD (Davis School District) SEL plan/Centerville Elementary Second Step Plan.

Obstacles to success: We were unable to employ an academic teacher aide specifically for math.

Action steps for the future:

- Data dives with RISE math data will be held at the beginning of the next school year.
- Teachers will administer RISE Benchmark assessments for math and reteach, remediate, and enrich in response to data.
- Teachers will meet regularly in PLCs (Professional Learning Communities) to plan the

Increase reading scores across K-6 grades to 72% proficiency.

Did not meet goal

Reading scores increased by 14% to 71% proficiency, but not 72% proficiency, so we still consider this a success.

We made progress in the area of supporting Social Emotional well-being of student in the school setting:

Successful action steps we have taken included:

1. Restorative practices will be utilized to help and support students who would otherwise be upset, distracted, anxious, involved in a conflict, or need calm-down strategies to engage effectively in learning.
2. Good behaviors were highlighted and celebrated, a CICO system was supported, and PBIS were all maintained with the help of our Student Support Specialist.
4. Leadership opportunities were provided for students. Our Student Council has been visible and effective in cultivating a positive school climate. They met weekly, stood at the doors to welcome students daily, and carried out a fundraiser. Jr. Hope Squad functioned well.
5. SEL lessons were taught by our

- next steps based on data.
- A program will be implemented to facilitate the passing off of basic math facts by every grade level. These steps will likely increase our RISE and Acadience EOY math scores.
- Teachers will implement the new District math program.
- Continue with SEL programs like Learning to Breathe, counselor lessons, student government, Hope Squad, PBIS, and Restorative Practices.

		<p>school counselor in each classroom.</p> <p>6. Davis Behavioral Health (DBH) taught the Learning to Breathe course to our 6th graders.</p>
Increase reading comprehension across grades K-6 by 3%-5%.	Met goal	<p>As a school, K-6, our Acadience reading scores increased from 59% proficient, EOY 2021 to 71% proficient, EOY 2022.</p> <p>Reading aides were hired to help with reading interventions. Our school literacy coach worked in classrooms to improve whole-class instruction. Our teachers participated in LETRs (Language Essentials for Teachers of Reading and Spelling) training to learn the latest Science of Reading.</p>
Increase math growth scores across K-6th grades by 10% compared to 2021 RISE and District assessments.	Did not meet goal	<p>Our RISE Math Scores showed a proficiency from 40% in 2021 to 42% in 2022, which was not a 10% increase. We were not able to hire a math aide to help with reteaching and interventions.</p> <p>Action steps for the future:</p> <ul style="list-style-type: none"> • Data dives with RISE math data will be held at the beginning of the next school year. • Teachers will administer RISE Benchmark assessments for math and reteach, remediate, and enrich in response to data. • Teachers will meet regularly in PLCs to plan the next steps based on data. • A program will be implemented to facilitate the passing off of basic

math facts by every grade level. These steps will likely increase our RISE and Acadience EOY math scores.

- Teachers will implement the new District math program.

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Continue to fund our Meet the Masters Specialist and provide new and needed materials.	Progressing according to plan	Meet the Masters was implemented successfully. Our upcoming Arts Gala will display visual art produced during the Meet the Masters program. Community members will attend the Arts Gala to enjoy musical performances and will be able to participate in other art form activities.
Increase Language and Reading proficiency by 10% on RISE (4th-6th grades) and Acadience LA testing (K- 3rd grades) as per 2022 End of Year Assessments compared to 2022.	Progressing according to plan	<ul style="list-style-type: none"> • Sixty-five percent of 1st-3rd grade students showed typical, above, or well above typical progress according to Acadience Reading data MOY (Middle of Year) 2022 to MOY 2023. We anticipate that this will continue to improve through EOY 2023. • We met with each grade level monthly in LCMT (Local Case Management Team) to review data on the lowest-performing students and to add or make needed adjustments to interventions. Data dives were done with Acadience data to group students and plan interventions. • Teachers began meeting in PLCs to review RISE Benchmark data and plan instruction in response to this data. • Reading aides used the Kilpatrick reading assessments and the program was implemented with most at-risk regular ed. students. • The SIPP (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) program was purchased, aides were trained and implementation has just begun.
Students' growth will increase by eight percent.	Progressing according to plan	<ul style="list-style-type: none"> • We were unable to employ an academic teacher specifically for math, but other aides stepped up to fill this need. Teachers are currently administering RISE Benchmark assessments for

		<p>math and are meeting in PLCs to plan the next steps based on data.</p> <ul style="list-style-type: none"> We set up a school-wide program to motivate students and support the passing off of basic math facts by every grade level. These steps will likely increase our RISE and Acadience EOY math scores.
Schoolwide Critical Needs (emergency) Assistant	Progressing according to plan	We were unable to employ one person specifically for this position. Other TAs (Teacher Assistants) have stepped up when needed to fill this role. Additional hours have been given to existing TAs.
Improve Academic outcomes as outlined in Reading Competency Goal and Math Competency Goal by using proven, researched-based software in several academic areas.	Progressing according to plan	The software was purchased. Teachers have done data dives and are working in PLCs to track progress and areas of strengths and weaknesses. Students are building math, reading, and science skills using these programs.
Provide leadership and citizenship opportunities for students.	Progressing according to plan	<p>As measured by school data, we have seen a decrease in office referrals by at least 25%.</p> <p>Our Student Council has been visible and effective in cultivating a positive school climate. They were featured on all local TV stations as they welcomed students back on the first day of school. They met weekly, stood at the doors to welcome students daily, and carried out fundraisers, including one for our District Teen Center. Advisors attended district training. Students had on-site leadership training. Our Hope Squad Jr. Is functioning well.</p>
Provide students with enriching and academic activities.	Progressing according to plan	All grade levels have conducted or have planned field trips to culturally and academically appropriate destinations before the school year's end.
Provide stipends for continued work on LETRS and additional Professional Development.	Progressing according to plan	All teachers continue to participate and implement what they have learned in LETRS training. All teachers have documented at least eight hrs. beyond contract time.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 3,378.80
B - Allocated new funds for Current Year SY22-23	\$ 45,390.37
C - Total Budget for Current Year SY22-23	\$ 48,769.17
D - Projected spending during Current Year SY22-23	\$ 32,579.92

E - Expected carryover from Current Year SY22-23	\$ 16,189.25
F - Projected new funding for Next Year SY23-24	\$ 45,226.37
G - Total projected funding for Next Year SY23-24	\$ 61,415.62

Goals and Planned Actions / Resources

Goal Short Title	Increase Reading Proficiency
Goal Statement	Grades K – 6, an average of 65% of all students will meet the goal of typical or above typical growth by EOY 2024, as indicated by Acadience Reading Pathways of Progress.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	<p>Achieving reading proficiency is a critical need at Centerville Elementary. Davis District has a goal of reaching 95% proficiency in reading. We need to make strong and steady growth toward meeting this goal. At the end of 2022 we had 72% of students proficient in reading, which indicates a most critical academic need. All students, including our high achieving SPECTRUM students and our SPED students need to make typical or above typical growth to make progress toward our District goal.</p> <p>Academic progress and success will be measured by the following:</p> <ol style="list-style-type: none"> 1. Acadience Reading Progress Monitoring data. 2. Comparing Acadience Reading BOY, MOY and EOY data. 3. RISE LA data from the previous year.
Action Plan (please number steps)	<p>Action Plan:</p> <ol style="list-style-type: none"> 1. Employ and retain Language Arts academic teacher assistants funded by LAND TRUST. <p>In addition the following actions will be implemented:</p> <p>A. SIPPS Reading Intervention program will be used by teacher assistants</p> <p>B. Teachers will meet in regularly scheduled PLCs to discuss reading data and plan instruction and interventions in response to the data</p> <p>C. Centerville Elementary will participate in the Schools Cubed program through Davis School District and implement recommended PD and Science of Reading.</p>

<i>This goal can be categorized as... (choose all that apply)</i>	#GraduationRates #CollegeCareerReady								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement								
<i>If you selected 'School Identified Area', please describe</i>									
<i>Academic area(s) addressed by the goal</i>	Reading								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>									
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$36,600.00</p> <table> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#1 Two Teacher Aides for Language Arts</td> <td>\$ 36,600.00</td> </tr> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#1 Two Teacher Aides for Language Arts	\$ 36,600.00
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LAND Trust Academic	Salaries & Benefits	#1 Two Teacher Aides for Language Arts	\$ 36,600.00						
<i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i>									

<i>Goal Short Title</i>	Math Goal
<i>Goal Statement</i>	<p>MATH GOAL</p> <p>We will increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE math scores by three percent, EOY 2024 compared to the prior 2023-year data.</p> <p>1. Employ and retain Math academic teacher assistant funded by LAND Trust.</p> <p>a. Math Facts Intervention program will be used by teachers and teacher assistants.</p>

b. Teachers will meet in regularly scheduled PLCs to discuss math data and plan instruction, interventions and extensions.

TSI SCHOOL

QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?

Measures

We will increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE math scores by three percent, EOY 2024 compared to the prior 2023 year data.

Action Plan (please number steps)

1. Employ and retain math academic teacher assistant funded by LAND TRUST FUNDS.

a. Math Facts Intervention program will be used by teachers and teacher assistants.

b. Teachers will meet in regularly scheduled PLCs to discuss math data and plan instruction and interventions in response to the data.

This goal can be categorized as... (choose all that apply)

#GraduationRates|

District Strategic Plan Area(s)

Student Growth & Achievement|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Mathematics|

Does this action plan include behavioral / character education / leadership efforts?

Will LANDTrust funds be used to support the implementation of this goal?

Yes

Goal LAND Trust Expense Total - \$8,400.00

Funding Source	Expense Category	Description	Item Cost
LAND Trust Academic	Salaries & Benefits	#1 Math aide	\$ 8,400.00

If your goal includes behavioral, character

education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Increase Reading Proficiency	LAND Trust Academic	Salaries & Benefits	#1 Two Teacher Aides for Language Arts	\$36,600.00
Math Goal	LAND Trust Academic	Salaries & Benefits	#1 Math aide	\$8,400.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 45,226.37
G - Total projected funding for Next Year SY23-24	\$ 61,415.62
H - Total planned expenditures for Next Year SY23-24	\$ 45,000.00
I - Planned carryover into the Following Year SY25-26	\$ 16,415.62
J - Is planned carryover more than 10% of projected new funds?	Yes
Plan for carryover in excess of 10%	We will hire additional aides to help with progress monitoring, reteaching, remediation and interventions.
Plan for sharing the school LANDTrust plan with the community	School newsletter School website
Additional plan for sharing the school LAND Trust plan with the community.	

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/29/2023
Number who approved	11
Number who did not approve	0
Number who were absent or abstained	0